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AUTHOR Wentling, Tim L.; Piland, William E.
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ABSTRACT

This guide, the first in a series of 13 publications, is designed to be used for evaluations of local education agencies (LEA) in Illinois. It introduces the series and provides an overview of the 12 local leader guides that follow. Each of these guides describes a specific evaluation activity and suggests purposes, methods, and events for conducting it. The 12 activities are the following: examining student evaluation of instruction, conducting student/employer followup, measuring student competencies, assessing basic skills, assessing student services, assessing special needs services and identification practices, assessing access and equity, evaluating facilities, evaluating instructional materials, analyzing cost-outcome analysis, analyzing community resources, and assessing community needs. The guide contains five sections following the description of 12 evaluation activities in the first section. The second section of the user guide suggests steps in getting ready for locally directed evaluation, such as, why evaluate, what should be evaluated, who should conduct the evaluation, and how to overcome possible barriers to evaluation. The third section of the user guide provides a procedure and task breakdown for conducting the evaluation. For each of the 10 tasks, subtasks and steps are suggested for carrying them out. The final two sections of the document suggest ways of using results and provide samples of documents to be used in the evaluation process. (KC)

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Locally-Directed Evaluation Handbook

Second Edition

USER GUIDE

Prepared by:

Tim L. Wentling
Professor and Director
Office of Vocational Education Research
Department of Vocational and Technical Education
College of Education
University of Illinois
Urbana-Champaign, Illinois

With assistance from:

William E. Piland
Associate Professor
Department of Curriculum and Instruction
College of Education
Illinois State University
Normal, Illinois

Sponsored by:

Illinois State Board of Education
Department of Adult, Vocational & Technical Education
Research and Development Section

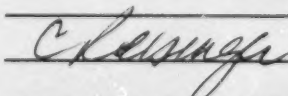
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Project Staff

Tim L. Wentling
Project Director
William E. Piland
Project Consultant
Richard Hofstrand
Project Monitor

Mary Y. Morgan
Principal Investigator
Laurie Batchelor
Principal Investigator
John A. Klit
Project Advisor

Project Advisory Committee

Peter Johnson, Executive
Director, State Advisory
Council on Adult,
Vocational and Technical
Education

Frank Barbre, Assistant
Superintendent
Carmi-Unit 5 District

Tom Nicholson, Career
Education Director
Orion High School

Joe Borgen, President
Des Moines Area
Community College

Lee Gerber, Vocational
Education Director
School District #218

* Field Test Sites

Lake County Area Voca-
tional Center
Grayslake, Illinois

Highland Park High School
Highland Park, Illinois

Illinois Valley Community
College
Oglesby, Illinois

Woodland High School
Streator, Illinois

Flora High School
Flora, Illinois

*These sites were used for the testing of new and revised activities. An additional 31 sites were used to Field Test the original activities.

Locally-Directed Evaluation Resources

The resources available for aiding in the planning and conduct of Locally Directed Evaluations include: (1) Local Leader Guides, and (2) Consultant Assistance.

Local Leader Guides

There are 12 different local leader guides. The set includes the following Local Leader Guides:

- Activity 1. Student Evaluation of Instruction
- Activity 2. Student/Employer Follow-up
- Activity 3. Measuring Student Competencies
- Activity 4. Assessing Basic Skills
- Activity 5. Assessing Student Services
- Activity 6. Assessing Special Needs Services and Identification Practices
- Activity 7. Assessing Access and Equity
- Activity 8. Evaluating Facilities
- Activity 9. Evaluating Instructional Materials
- Activity 10. Cost-Outcome Analysis
- Activity 11. Analyzing Community Resources
- Activity 12. Assessing Community Needs

The term "local leader" is used to identify the person who leads or directs a particular activity. Local leaders can be administrators, guidance personnel, instructors, advisory committee members, and other personnel.

Each Local Leader Guide is designed to help the leader coordinate the activity. Local Leader Guides have three (3) major parts. Each part is briefly described below:

Preliminary Considerations. This section offers suggestions regarding the initiation or planning of an activity. It generally offers suggestions for holding a meeting to inform staff and potential team members of the purpose and procedures of the activity.

Procedures/Task Breakdown. This section contains a specific listing of suggested tasks and sub-tasks that provide a structure for conducting the activity. This section is the substance of the activity. The suggested procedures have been tried out in many educational institutions in field test settings.

Supporting Documents. This section contains example forms, information handouts, communiques, and instruments that can be utilized in their present form or might be helpful in the design of new ones to meet individual institutional needs. These documents have been developed and used in educational institutions in conjunction with the testing of the evaluation tasks. References for additional supporting material are also provided with some of the activities.

Consultant Assistance

A team of consultants within the Illinois State Board of Education, Department of Adult, Vocational and Technical Education have been trained as evaluation consultants and are available to help initiate and facilitate Evaluation efforts within local educational agencies (community colleges, area vocational centers, high schools, elementary schools and special agencies) at no cost to LEA's. These consultants can help you in developing an evaluation system and in conducting individual activities within the system. They can provide assistance in three ways: 1) by visiting your LEA, 2) by talking with you by telephone, and 3) by communicating with you through the mail. Most likely a combination of the approaches will be used.

Consultant assistance can be gained by making a request to the Manager of the Consultant Services Section of the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

Description of Locally-Directed Evaluation Activities

The following pages provide an overview of each of the twelve Locally-Directed Evaluation activities. These entries have been provided to help familiarize you with each activity. An activity description, a list of suggested purposes, suggested methods and suggested events are included.

Activity #1 Student Evaluation of Instruction

Activity Description:

This activity is designed to aid LEA staff in obtaining information from current students to facilitate the improvement of classroom instruction. This activity suggests that a team of staff develops a questionnaire or rating form to be administered to currently enrolled students. The questionnaire results are then summarized and each instructor (with support from others) prepares a report which includes *suggestions for improving the instructional process*. This activity can be conducted for the total LEA, occupational program, individual programs, or individual courses. Emphasis is placed on individual instructor use of results.

Suggested Purposes:

1. To encourage teacher initiated improvements to the process of instruction and learning.
2. To improve courses through more effective lesson planning.
3. To provide information that will improve provisions for individual differences.
4. To improve offerings for special needs students.
5. To aid students in choosing courses and instructors.
6. To indicate areas of in-service needs to improve teacher competency.

Suggested Methods:

Student questionnaires and rating scales

Suggested Events:

Hold staff meeting
Define scope
Construct instruments
Administer instruments
Collate and tally data
Write conclusions, recommendations and suggested solutions
Discuss, adopt, adapt, implement recommendations and suggested solutions
Report findings

Activity #2 Student/Employer Follow-Up

Activity Description:

This activity accomplishes the dual purposes of learning about instructional programs and services from former students and their employers. The student follow-up can help to determine the effectiveness of programs in terms of job placement, a product evaluation measure. The survey should be based upon the need for specific program improvement information that will aid in answering broad key questions formulated by staff.

The employer survey involves the contact of employers to obtain their rating and comments on the performance of former students. The information gathered should answer prespecified key questions formulated by staff. A local leader and a team of staff and advisory committee members should plan and coordinate this follow-up activity. This activity can focus on the total LEA, vocational program area or individual programs or courses.

Suggested Purposes:

1. To determine the adequacy of the educational or training program in preparing individuals for job entry.
2. To determine the adequacy of preparation for entry into advanced training such as industrial training programs, higher education, or continuing education programs.
3. To determine the mobility of program graduates.
4. To obtain suggestions for program improvement from former students.
5. To assess the current performance of former students.
6. To elicit employer recommendations for improving programs.
7. To aid in public relations.

Suggested Methods:

Personal Interview
Telephone Interview
Mail Questionnaire

Suggested Events:

Hold staff meeting
Choose team members
Make a schedule and assign tasks
Choose or develop and test instruments
Administer instruments
Summarize and present results
Obtain recommendations and suggestions
Utilize results

Activity #3 Measuring Student Competencies

Activity Description:

This activity is designed to help instructors improve and expand upon their techniques for assessing student attainment of competencies. Also, the increased use of measurement results by instructors, administrators, employers and students is stressed. The activity involves the development of instruments and measurement techniques to assess various forms of objectives within the cognitive, affective and psychomotor domains. It also involves the preparation of individual and group profile forms that can be helpful in using the results. Instructors should assume the primary responsibility for completing this activity and cooperation among instructors who teach the same courses or subjects is encouraged. The activity can be done by all instructors or individual instructors can use it independently.

Suggested Purposes:

1. To provide a more comprehensive approach to the evaluation of student learning.
2. To aid in placing learners in programs commensurate with their interests and abilities.
3. To assist in assessing the instruction, course or program competencies.
4. To upgrade staff competencies in the principles and techniques of measuring student achievement.
5. To identify problem areas of instruction.
6. To identify gifted students or special needs students.

Suggested Methods:

Development of measurement items
Development of student profiles

Suggested Events:

Hold staff meeting
Develop adequate objectives
Develop instruments
Develop student performance record forms
Develop a system of reporting

Activity #4 Assessing Basic Skills

Activity Description:

This activity is designed to assess vocational students' basic skills in the areas of reading, writing, mathematics and oral communications. Results of this activity aid in making professional decisions regarding remediation, individualized learning, program and course improvements and for making status reports to various internal and external publics concerned with the contribution of vocational education to improving basic skills. Basic skills

essential to the successful completion of vocational programs are identified. Criterion or non-referenced tests which assess students' basic skills are selected or constructed and administered to students. LEA vocational staff can then identify and work with students who need improvement in basic skills areas. This activity can be applied to the total LEA, the vocational program, or individual programs and courses.

Suggested Purposes:

1. To identify basic skills in the areas of reading, writing, arithmetic and oral communications essential in vocational programs.
2. To analyze course materials to inventory basic skills learning experiences in vocational courses.
3. To select or develop and administer basic skills tests to students to identify areas of weakness.
4. To inform internal and external groups of the role of vocational education in basic skills education.
5. To provide instruction in basic skills to students to help increase their chances of success in vocational programs.
6. To conduct in-service activities to help LEA staff utilize basic skills test results to help students.

Suggested Methods:

Construct Basic Skills/Vocational Course Grids
Select or develop Basic Skills tests
Administer tests

Suggested Events:

Hold staff meeting
Define the assessment scope
Decide who should conduct the course assessment
Construct grids
Make status reports
Form a Testing Task Force
Select or construct Basic Skills tests
Administer tests
Prepare a written report of results
Make recommendations and suggested improvements
In-service staff who will use test results
Utilize results

Activity #5 Assessing Student Services

Activity Description:

This activity focuses on the evaluation of a broad array of services offered to students. The suggested procedures are applicable to the evaluation of student career interest services, the career information program and other common student services. In the student career interest area, the major thrust is on local assessment of student interests using locally developed interest instruments. Also the quality, availability and use of career information materials is assessed. A combination of methods including questionnaires, interviews and observations are used to

gather perceptions and reactions from current students, former students, LEA staff, and employers. This activity can focus on all student services or on specific ones such as: counseling, career interest services, career information services, youth organizations or placement services.

Suggested Purposes:

1. To determine student opinion regarding the availability and effectiveness of current services.
2. To determine the relevance of services provided and the efficiency of personnel utilization.
3. To determine community acceptance and support for services currently provided.
4. To improve individual student career planning.
5. To encourage the development of student self-knowledge regarding attitudes, interests, abilities and values.
6. To assess the organization and impact of career information.

Suggested Methods:

Observation
Personal interview
Telephone interview
Mail questionnaire

Suggested Events:

Hold staff meeting
Select a team
Develop criterion questions
Select a method for obtaining information
Develop forms or instruments
Administer instruments and collect data
Tabulate the collected information
Prepare a final report
Utilize results

Activity #6 Assessing Special Needs Services and Identification Practices

Activity Description:

This activity is designed to improve services to special needs students. It is divided into two parts or phases. Phase one involves the identification and specification of the special needs of current and potential students and a comparison of needs to available services. The second phase involves determining the adequacy of services through the gathering of information from current and former students, staff, parents and community representatives. Interviews, questionnaires and observations are used to gather information about services. A team of individuals should design and coordinate this activity, but staff awareness is necessary to ensure ease in data collection and care in the utilization of results. The activity should initially focus on the total LEA with subsequent use in individual programs.

Suggested Purposes:

1. To identify the needs of current and potential special learners.
2. To inventory services available to special needs learners.
3. To compare needs with available services.
4. To obtain ratings of services from current and former students.
5. To obtain ratings of services from staff and parents.
6. To identify additional services that are needed.

Suggested Methods:

Interviews
Questionnaires
Ratings

Suggested Events:

Hold staff meeting
Establish a team
Orient the team and discuss issues
Assess or reassess the needs of identified special students
Inventory currently available or offered services
Compare student needs with identified services.
Obtain ratings of effectiveness of services from LEA staff
Obtain ratings of effectiveness of services from current and former students
Tabulate results
Analyze data and prepare a report
Utilize results to improve programs and services

Activity #7 Assessing Access and Equity

Activity Description:

This activity is designed to assist LEA personnel assess vocational services to special populations for the purpose of improving services and to evaluate programs and services to ensure compliance with the civil rights guidelines in vocational education. The activity describes tasks in terms applicable to all protected populations. Attitudinal barriers, policy and practice limitations, communications barriers and facility use and equipment and transportation restrictions will be identified, if they exist. This activity can be applied to the total LEA, the total vocational program or a specific program.

Suggested Purposes:

1. To insure that vocational programs and services are accessible to all students regardless of race, color, national origin, sex or handicaps.
2. To identify and eliminate barriers, limitations or restrictions which might inhibit student enrollment in vocational programs.
3. To better serve special populations.
4. To gain familiarity with laws and rules and regulations impacting special needs students in vocational programs.

5. To implement improvements in the services available to special needs students.
6. To ensure compliance with the civil rights guidelines in vocational education.

Suggested Methods:

Analysis of laws, rules and regulations
Interviews
Questionnaires
Checklists

Suggested Events:

Hold staff meeting
Establish a team
Review written documents
Formulate a focus and purpose
Identify key questions
Develop evaluation instruments
Collect data
Analyze data
Prepare a report
Prepare recommendations and suggested improvements
Utilize results

Activity #8 Evaluating Facilities

Activity Description:

This activity is designed to help in analyzing existing facilities for the purpose of determining future needs for expansion, renovation or abandonment. Additionally, this activity can help in improving the use and safety of facilities. This activity involves the inventory of facilities and the observation and rating of facility characteristics by both advisory committee members and staff members. A local leader and a team of internal staff should plan and coordinate the evaluation and should prepare a report with recommendations. This activity can be applied to the entire LEA, the occupational program or individual programs and courses.

Suggested Purposes:

1. To determine the adequacy and use of the existing school plant.
2. To evaluate the LEA's site, buildings, and non-instructional equipment.
3. To provide a basis for planning future utilization of school facilities.
4. To plan for future renovation and modernization.
5. To determine priorities for the correction of substandard conditions.
6. To promote awareness of the Federal Occupational Safety and Health Act (OSHA).

Suggested Methods:

Team observation

Suggested Events:

Hold staff meeting
Establish a team to plan and coordinate
Formalize purpose and scope
Formulate key questions
Choose appropriate type of study
Conduct study selected
Summarize information
Prepare a report

Activity #9 Evaluating Instructional Materials

Activity Description:

This activity focuses on the evaluation of the LEA's collection of instructional materials. The activity includes three phases that are designed to improve the collection and use of materials. These phases are: 1) the inventory of all instructional materials that are owned by the LEA; 2) an assessment of the adequacy of each of the materials; and 3) the utilization of results of phases one and two to increase the use of materials and also aid in the selection of new materials. A combination of methods, including the survey, staff rating of materials, and student rating of materials, is suggested. A local leader (possibly a media director or librarian) directs a team of instructional and support personnel. The activity is designed for assessing the LEA's entire collection of instructional materials although it can be adapted to focus on certain segments of the media collection.

Suggested Purposes:

1. To increase staff awareness of currently owned instructional materials.
2. To increase the use of instructional materials.
3. To identify and discard ineffective instructional materials.
4. To aid in identifying the need for additional materials.
5. To evaluate new materials prior to purchase.
6. To improve instruction through the more effective use of instructional materials.

Suggested Methods:

Staff survey
Staff rating of materials
Student rating of materials

Suggested Events:

Hold staff meeting
Select coordinating team
Conduct inventory of all institutional instructional materials
Establish a central catalog file
Select, develop or adapt staff review instruments
Administer staff review instruments

Select, develop or adopt a student reaction form
 Administer student reaction forms
 Summarize collected information
 Record and report results
 Utilize results—catalog file
 Utilize results to improve decision making

Activity #10 Cost/Outcome Analysis

Activity Description:

This activity is designed to aid LEA personnel in collecting information regarding costs and relating it to information about outcomes. The activity can focus on the cost/outcome relationship of 1) a program; 2) a course; 3) a unit of instruction; and 4) a type of media. The results of the activity can assist decision making about instructional alternatives and can help increase the efficiency of instruction. One part of the activity involves the collection of cost information from instructional staff members and existing records. Outcome information is gained from existing measures, e.g., test scores, follow-up results, other ongoing Locally-Directed Evaluation activities and special data collection procedures. This activity can be applied to the total LEA, the occupational program, individual programs, individual courses or more specific components.

Suggested Purposes:

1. To provide assistance in choosing among alternatives that relate to choices in programs, instructional techniques, and equipment and material purchases.
2. To help justify expenditures to the administration, the board of control, the public, state and federal funding agents and to students.
3. To justify resources allocation decisions.
4. To decrease expenditures of high cost/low incidence programs.
5. To determine optimum scheduling/sequencing.
6. To determine the advisability of financing the development of a new program.

Suggested Methods:

Analysis of existing records
 Collection of outcome information

Suggested Events:

Hold staff meeting
 Establish a team to plan and coordinate
 Determine scope
 Develop or select cost accounting instrument
 Collect cost data
 Summarize cost data
 Identify existing outcome information
 Collect and summarize outcome information
 Relate cost information to outcome information
 Prepare a written report
 Utilize results

Activity #11 Analyzing Community Resources

Activity Description:

This activity is designed to aid in evaluation of the availability and effectiveness of resources such as advisory committees, speakers, field trips, etc. The activity has two parts. Part one focuses on the identification of available resources through the use of a mail questionnaire or a telephone survey. The result of part one is the establishment of a resource file or catalog. Part two focuses on the rating of resources by students and staff through the use of a printed questionnaire or rating scale. The results of part two can be incorporated into the resource file and utilized to improve the selection of outstanding resources. A team of individuals consisting of administrative staff, instructors, and advisory committee members coordinate the activity. If possible, this activity should be applied to the total LEA, however, it can be applied to any instructional component of the LEA.

Suggested Purposes:

1. To develop a comprehensive listing of available community resources and to establish a convenient central file system.
2. To establish an ongoing evaluation system for resources.
3. To improve continuing education programs.
4. To promote communications between all segments of the community.
5. To revise programs based on changing needs within the community.
6. To improve placement for program leavers.

Suggested Methods:

Personal interviews
 Telephone interviews
 Mail questionnaire
 Teacher ratings
 Student ratings

Suggested Events:

Hold staff meeting
 Develop an instrument to determine current resource utilization
 Develop a qualitative rating instrument of resources currently utilized
 Develop a survey instrument to identify additional available resources
 Preparing for and administering data collection
 Summarizing and presenting the results
 Coordinate use of collected data and updating

Activity #12 Assessing Community Needs

Activity Description:

This activity suggests a method to identify the vocational programs needed in a local community. It provides the LEA with a way of monitoring student interests, community needs and citizen expectations. The need for existing or new programs is assessed in a systematic manner. A systematic survey approach to assessing local community needs provides information and involvement from diverse community groups in the LEA's planning effort. The suggested needs assessment system involves personal interviews, telephone interviews and mail surveys to determine community needs. This activity can be applied to the entire community or certain community segments.

Suggested Purposes:

1. To identify community needs and interests with respect to local vocational education programs offered by the LEA.
2. To project future vocational programs which will meet the employment needs of local employers.
3. To gain systematic, continuous feedback and communications from local community members or groups.
4. To identify potential student interests in present and future programs.
5. To identify any discrepancies between the needs of the community and the programs available to meet those needs.
6. To help establish better relations with the business/industrial community and citizens groups.

Suggested Methods:

Personal interviews
Telephone interviews
Mail surveys

Suggested Events:

Hold staff meeting
Establish a coordinating team
Determine scope and goals of the assessment
Develop key questions
Identify specific target groups
Construct or adapt survey instrument
Conduct pre-test
Collect data
Analyze data
Prepare written report
Communicate report
Implement results

Locally Directed Evaluation—Getting Ready

All journeys, projects and evaluations begin with a first step. The first step in conducting Locally Directed Evaluations is to answer the question, "Why evaluate?"

Why Evaluate?

Some of the more obvious reasons are as follows:

1. To Improve Programs

Evaluation of programs will nearly always contribute to serving students better than in the past. If evaluation offers both value judgements regarding what is happening within programs and constructive suggestions for improvement, then the services and programs offered to students will improve. This "reason why" is the most important goal of evaluation efforts. The "bottom line" of all evaluation activities is to *improve*.

2. To Aid in Decision Making

Decisions must be based on a certain amount of accurate information. Those important decisions regarding program changes, additions or deletions, selection of students and the selection of alternatives all require that objective information be gathered and analyzed so the "right" decision can be made. Decisions based on intuition only often lead to undesirable outcomes. Rational decisions based on evaluative information are defensible and justifiable.

3. To Improve Planning

Evaluation can provide information which measures resources, limitations and possibilities as well as assessing current status. This information can be of use in developing plans. Local education agencies need to formally assess where they are before they decide where they want to go.

4. To Insure Accountability

Accountability to significant internal and external forces requires a presentation of a program's results in relation to established objectives and incurred costs. The results of successful program completers, placement of students in jobs, effective administration and services are important to someone or group. A well planned and implemented evaluation activity can help meet accountability requirements.

5. To Improve Personnel

Evaluation results, and the activity of evaluation, are strong staff development focuses. Staff members learn from evaluations. By taking an active role in evaluations and by analyzing the results of evaluations, staff can change for the better. Evaluation, done correctly, is a strong motivating force. The motivation emanates from within the staff members themselves and not from some external force.

Each local education agency (LEA) will have other unique "reasons why" they should conduct evaluations. Local needs will supplement the five (5) "reasons why" previously listed.

An important second step in the evaluation journey is to determine "what to evaluate."

Figure 1

Locally Directed Evaluation
Reasons to Evaluate



What Should be Evaluated?

The answers to this question will depend, to a large extent, on local needs. There are, however, four (4) broad forms of evaluations which can help an LEA partially answer this second question. These forms are often referred to as the CIPP model.

C = Context

I = Input

P = Process

P = Product

The objectives of these four (4) forms of evaluation are listed as follows:

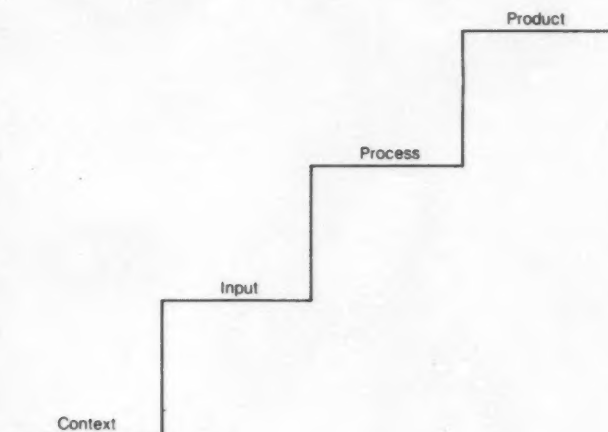
Evaluation Form	Objective
1. Context Evaluation	To define the educational environment, to identify student needs, to delineate problems and to formulate goals.
2. Input Evaluation	To identify and assess alternative strategies for achieving goals.
3. Process Evaluation	To observe program operation ascertaining procedural events and activities to identify problems in design and implementation.
4. Product Evaluation	To assess program outcomes and to relate these outcomes to objectives.

The specific evaluation activities associated with Locally Directed Evaluation address all of these evaluation forms. Again, the local situation will determine which objectives should be addressed by the specific activities.

The third question to be dealt with is "who should be involved in conducting evaluations?"

Figure 2

**Locally Directed Evaluation
What to Evaluate**



Who Should Be Involved in Conducting Evaluations?

The answer to this third question will depend on the agency conducting the evaluation. However, those schools and agencies which have conducted successful evaluations of their vocational programs and services tended to involve many groups of people. In fact, involvement and the willingness to participate seems to relate highly to useful evaluation activities.

Representatives of the following groups typically can participate in the LDE activities:

1. Vocational Faculty
2. Vocational Administrators
3. Advisory Committee Members
4. Student Services Staff
5. Non-Vocational Administrators
6. Vocational Students

The representatives from these groups typically have certain skills and abilities which can be quite useful to the evaluation efforts. These skills and abilities should be utilized. For example, vocational teachers may be quite adept at formulating objectives for the evaluation activity; advisory committee members may be excellent at developing letters or instruments mailed to groups outside of a school or agency; while vocational students can help conduct many data gathering tasks.

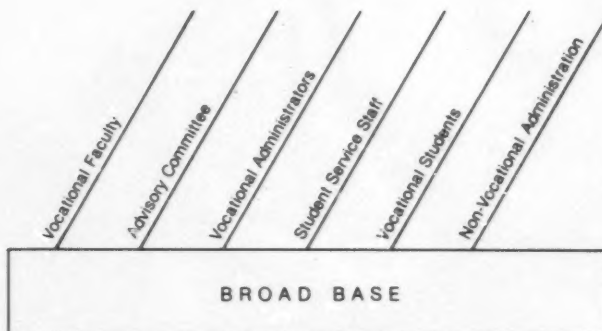
A broad-based evaluation effort accomplishes the following desirable goals:

- a. Spreads work loads among a large number of people not overloading any small group.
- b. Provides for group input thus considering many points of view and prior experiences and knowledge.
- c. Gives a sense of ownership to a wide variety of people representing a number of different groups.
- d. Lends authority, by way of numbers and types of people involved, to the results of the evaluation undertaking.

A rule of thumb to use in assembling an evaluation team is to involve those individuals who have an interest in the program or service which is to be evaluated. Their personal interests will often complement the interests of the evaluation effort thereby reducing some of the barriers described in the next section.

Figure 3

**Locally Directed Evaluation
Who Should Evaluate**



Overcoming Possible Barriers to Evaluation

At times, and in some situations, there are real and imagined barriers to conducting locally directed evaluation activities. Some of the more common barriers have been identified through research and are:

1. Staff Members' Time
2. Staff Members' Attitude
3. Lack of Evaluation Expertise
4. Failure to See How Evaluation Would Lead to Improvements

Usually only one or two of these barriers may apply in a local education agency. Yet, if they do exist, they need to be recognized and overcome. Again, based on research, here are some ways in which these barriers have been eliminated.

Staff Members' Time

Time is often a scarce resource. Occasionally, it is used as an excuse not to do something. In some cases, while it is scarce we waste it, nevertheless.

Some practical ways of dealing with this particular barrier, be it real or imagined, are:

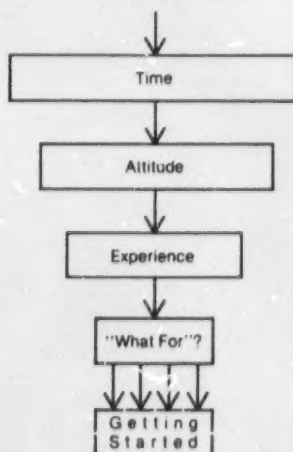
- a. Get a verbal or written commitment from evaluation participants and those persons in authoritative positions within your school or agency that the evaluation activity is **IMPORTANT**.
- b. Spread the workload over many evaluation participants.
- c. Develop short tasks which can be accomplished easily and quickly.
- d. Set realistic and firm completion deadlines for tasks and make certain everyone understands them.
- e. Use planning periods, office hours, lunch hours and other "non-scheduled" time to hold meetings and work on group tasks.
- f. Use substitutes, released time, reassigned time and in-service time to assist those working on the evaluation activity.

Staff Members' Attitudes

"Evaluation" is a term which has some emotional, and to some, threatening connotations to it. Some people fear evaluations while others are opposed to them for a number of reasons. A first reaction some people have to evaluation is "what happens if the results are bad?" The possible answers one thinks of can interfere with the evaluation process either covertly or overtly.

Figure 4

Locally Directed Evaluation
Overcoming the Barriers



This negative attitude, if it exists, must be acknowledged and addressed. Some ways to deal with a negative attitude are:

- a. Immediately indicate how evaluation results will be used, letting everyone know the purpose of the evaluation effort.

- b. Focus on the value of LDE for improvement of vocational programs and services stressing a positive approach.
- c. Reiterate the broad-based involvement of many groups in the evaluation process to make it a fair and objective undertaking.
- d. Utilize someone from a different program or department within your school or agency who participated in an LDE activity before to talk to the group about his or her experiences regarding the process.
- e. Utilize someone from a different school or agency who participated in an LDE activity before to talk to the group about his or her experiences regarding the process.
- f. Point to policies, goals, procedures or plans in your school or agency which mandate or suggest (depending upon your situation) evaluation stressing the positive aspect of a *locally directed* approach developed by the participants as opposed to one developed by some other external or internal group.

Attitudes are difficult to change. The "threat" which sometimes is associated with evaluation can be reduced if discussed openly and honestly. The notion of a "hidden agenda" should be dispelled early in the evaluation process. The entire focus of Locally Directed Evaluation, as listed under the question, "Why Evaluate?" is for *improvement*.

Lack of Evaluation Expertise

Educators often have had little or no formal training in evaluation. They lack some technical skills associated with an evaluation endeavor. While some larger school districts, community colleges, and state agencies employ research or evaluation experts, most local education agencies do not have professional staff whose sole responsibility is evaluation.

These locally directed evaluation activities are designed for use by non-experts. They are organized to "guide" educators with little or no evaluation experience through a systematized evaluation exercise. Besides the materials, there are some actions which can be taken to overcome the real or perceived barrier of a lack of evaluation expertise. These actions are listed as follows:

- a. Contact the Consultant Section of the Illinois State Board of Education/Department of Adult, Vocational and Technical Education for free assistance with the evaluation effort.
- b. Contact the Regional Vocational Administration (RVA) in your area of the state to discover which LEA's in your area have experience with LDE and could assist you with your evaluation efforts.
- c. Contact a nearby college or university to seek expert consultant assistance.
- d. Select an evaluation activity which would appear familiar to many staff members (Example: Student Evaluation of Instruction).
- e. When assigning or suggesting evaluation tasks, try to assign experienced staff or those with some knowledge of evaluation with less experienced staff members.
- f. Analyze the evaluation activity you wish to pursue and determine if a portion of it could be completed as a pilot project to give experience and confidence to evaluation participants.

Failure to See How Evaluation Would Lead to Improvements

This particular barrier is sometimes associated with a negative attitude which doubts that change would take place regardless of evaluation findings. The failure or perceived failure of organizational change in the past is frequently the cause of this attitude. This barrier is often manifested in the phrase, "what's the use, nothing will change, anyway."

While research indicates that this barrier is not as frequently identified as some others, it is a difficult one to overcome. However, there are some actions which can help to reduce this attitude.

- a. Secure administrative commitment to the evaluation undertaking before it starts. Get a commitment that, if warranted, change will take place.
- b. Involve key decision makers from all levels of the LEA's organization in the evaluation process. Other evaluation participants will recognize the influence of the key decision makers.
- c. Involve as many vocational faculty in the evaluation process as possible. Since most LDE findings lead to changes in curriculum or programs, the faculty have the largest and most immediate impact on these types of changes.
- d. Prepare publicity for internal and external publics announcing the evaluation endeavor before it occurs. Skeptical staff may realize the commitment to change when public announcements are made about the evaluation effort even before it begins.
- e. Involve advisory committee members in the evaluation process. While these committees give "advice" and do not implement change, they are often a respected group whose involvement signals a serious effort to other staff members.
- f. Prepare an implementation plan for using evaluation results and present it to staff at the first meeting when the evaluation effort is discussed. The plan should contain a process for using results, not the actual changes which will occur. The process will indicate a commitment to change which all staff should recognize.

Barriers to the conduct of Locally Directed Evaluation (LDE) efforts exist in many LEAs. They need to be acknowledged, discussed and overcome. The uniqueness of each LEA will contribute to special barriers for an individual institution. The barriers described in this section have been identified as fairly common ones based on research regarding LDE. They can be overcome without great difficulty.

Procedure/Task Breakdown

Task A. Establish a Team for Planning and Coordinating the Evaluation.

A team of individuals must be selected and appointed to assume responsibility for planning and coordinating the development of an evaluation activity. The team composition will vary with the size and mission of the institution and its staff. However, generally speaking it is advantageous to involve a cross section of LEA personnel to foster the acceptance of the evaluation by everyone in the LEA. It may also be good to involve staff members that are respected by many and that may facilitate the leadership of others. The following are suggested steps.

1. Determine the desired representation. You might consider representatives of the following groups on the planning team:
 - a. Administrators (principals, deans)
 - b. Department chairpersons
 - c. Instructors
 - d. Ancillary personnel (guidance, placement, research)
 - e. Advisory committee members

The number of individuals representing these categories will vary, but you should decide on a certain number based upon your local situation. For example, in a multi-attendance center secondary district or a community college, the planning team composition might be:

- 1 Vocational director or dean
- 2 Principals (secondary only)
- 5 Department chairpersons
- 3 Instructors
- 1 Director of institutional research
- 1 Chairman of advisory committee

A smaller institution might have a planning team with the following make-up:

- 1 Local director or principal
- 2 Department chairpersons
- 1 Advisory committee member

2. Select individuals to match the desired team composition.
3. Invite the identified individuals to serve (chief school administrator, local director, dean or local leader may make this invitation).

This can usually be accomplished through the use of a memo or letter. You can use Example Document 1 as a guide. In some cases, invitation will be made personally or in a faculty meeting. Flexibility is important here.

Figure 5

Locally Directed Evaluation Evaluation Process Goals

- Commitment
- Improvement Purposes
- Involvement
- Broad Participant Base
- Systematic Recording
- Sound Judgment
- Feedback
- Comprehensive Focus

Task B. Schedule and Hold a Meeting of the Planning Team.

1. Call a meeting of the planning team for the purpose of initiating work on developing the evaluation.
2. Orient the planning team. It may be worth the time to summarize the questions raised in Document 6.
3. Ask a high ranking superior (chief school administrator, dean, director, etc.) to present a charge to the planning team and to indicate institutional commitment and expectations related to the evaluation.
4. Inform the team of its overall responsibility.
 - a. To undertake an evaluation project that is designed to meet local needs for improvement, and
 - b. To prepare a plan of action which depicts the project.
5. Present an overview of the evaluation activity and discuss each major remaining task. Prior to team discussions, it is important that the leader review each task outlined in this guide. Example Document 2 is a transparency master prepared for use in presenting each task. The following outline may aid you in discussing each task.

Task B-1. Develop and Formalize a Purpose and Scope Statement for the Evaluation.

- Subtask 1. Develop a purpose statement for the evaluation undertaking.
- Subtask 2. Determine the scope of the evaluation.

Task B-2. Develop Key Questions.

- Subtask 1. These questions focus the evaluation to meet the needs and purpose identified in Task C.
- Subtask 2. These questions guide the entire effort. If something in the evaluation does not relate to one of these questions, then it is unwarranted.

Subtask 3. Present several example key questions to the group on the overhead projector or on the chalk board. (Select several examples from Example Document 6.)

Task B-3. Select Appropriate LDE Activities.

Subtask 1. Activities will be selected based upon their potential for answering key questions.

Subtask 2. Hand out and discuss list of activities (duplicate Example Document 3).

Task B-4. Obtain Resources for and Identify Constraints to Your Evaluation Effort.

Subtask 1. Estimate the resource needs for completing identified activities.

Subtask 2. Identify existing resources, e.g., existing staff expertise, data processing services, etc.

Subtask 3. Obtain additional resources for the evaluation.

Subtask 4. Identify constraining factors to the implementation of the evaluation, e.g., staff attitudes, union agreements, etc.

Task B-5. Prioritize Selected Activities in Light of Available Resources and Existing Constraints.

Subtask 1. Delete activities for which resources do not exist.

Subtask 2. Delete activities that have constraints which cannot be overcome.

Task B-6. Identify Leaders and Establish Target Dates for Each LDE Activity.

Task B-7. Project the Evaluation in the Form of a Written Plan.

Task B-8. Initiate Implementation of the Evaluation Activity or Activities.

6. Duplicate, distribute and discuss the format for the outcome of the evaluation.
 - a. Duplicate and distribute Example Document 4.
 - b. Emphasize its simplicity.
 - c. Emphasize and explain each item in the plan.
7. Indicate that the following tasks will be accomplished through a series of meetings.

Task C. Develop and Formalize a Purpose and Scope Statement for the Evaluation.

The first two items of the suggested plan format (Example Document 4) are a purpose statement and an indication of the scope for the evaluation. Much of the purpose will already be determined by you and/or the chief school administrator. However, there is a need to have the planning

team formalize the purpose and state it in writing. Simultaneous or integral to the development of the purpose statement is the determination of scope for the evaluation. You may actually define the scope within the purpose statement.

1. Present your rough draft purpose statement to the planning team. This may be done on a duplicated sheet, or on an overhead projector and/or verbally.

2. Ask the team for reactions and suggestions for improving the purpose statement. Several example purposes are presented below.

The purpose of the evaluation is:

to aid in identifying areas within our occupational offerings that need expansion.

or

to determine what aspects of our program need the greatest allocation of resources for improvement.

or

to improve occupational offerings.

Your purpose statement might focus on one or more of the following broad program planning or decision making questions.

- a. Where are you? (What are your resources, student and community needs, etc.?)

- b. Where are you going? (What are your goals and objectives?)

- c. How do you plan to get there? (What strategies will you use to accomplish your objectives?)

- d. How are you doing in implementing your program? (Are you on target to achieve your goals and objectives?)

- e. Have you arrived? (Have you achieved your goals and objectives?)

Example Document 5 presents several example purpose statements.

3. The statement of scope for the evaluation is easier to develop than the purpose statement. The scope statement merely indicates to what part of the LEA the evaluation will be applied, e.g. total institution, occupational programs, a single occupational program, or a course. Initially, the scope statement will focus on total occupational program offerings. Later, you may wish to develop or have each department or unit develop its own evaluation plan. An example scope statement is presented below.

The scope of the evaluation is:

to focus the evaluation effort on the total occupational program of our LEA.

Task D. Develop Key Questions

Key questions are broad questions which focus the evaluation. They take the general or overall purpose statement and begin to make it more specific. Activities and efforts should all be selected to answer key questions. This places great emphasis on care and attention to the development of adequate key questions.

Program improvement needs may be the most valuable source for identifying key questions. General concerns or feelings of staff may reveal some of these, but other sources should also be considered. State evaluation reports and regional accreditation recommendations can provide indications of program components which may need further analysis or evaluation. Six areas or components of a vocational program have been identified as being vital to a successful program. These components are:

Program Management
Personnel
Planning and Evaluation
Resources Utilized
Student Services
Program Content

These components can be considered with the five program planning or decision making questions to aid in the formulation of key questions. Example Document 6 provides example key questions classified according to the five planning questions mentioned in Task C, step 2.

The following is an outline for the local leader to follow in helping the team formulate key questions. These steps may be altered to meet your local needs.

1. Build and present a rationale for having key questions.
 - a. To focus the evaluation
 - b. To aid in selecting evaluation activities
 - c. To aid in developing instruments
 - d. To aid the utilization of evaluation results
2. Present possible sources of key questions.
 - a. Previous evaluation reports (accreditation, state visits, etc.)
 - b. Concerns of staff
 - c. Planning decisions and needs
 - d. Areas of concern
 - e. Five planning or decision making questions.
3. Show transparency of five planning questions. (Example Document 7)
4. Duplicate example key questions and distribute to planning team. (Example Document 6)
5. Duplicate or obtain multiple copies of previous on-site evaluation reports (accreditation, state, etc.) or other informational documents which might help in identifying key questions.
6. It may be advantageous if you, the local leader, highlight some of your priority concerns from any of the five points under item 2 above. This may give the planning team a starting point.
7. Depending on the size of the planning team, as a group or as divided sub-groups, write some potential key questions (keeping in mind the overall purpose and scope statements). You may wish to do this outside of your current meeting and ask the team members to bring some questions to the next meeting.
8. Later in the meeting or at the next meeting of the team, review several questions and begin discussing each.

9. You will probably have more questions than you can feasibly answer within the resource limits for evaluation. Initially, it is better to have a long list of questions that you can prioritize later. Don't be afraid to adapt questions from the examples provided, but don't rely on them entirely. Remember, the evaluation that you are designing should meet your specific needs.
10. Duplicate the list of key questions developed by the team. Then, if the list is long, have the team begin to obtain team reaction about priority questions.
11. The product of this task should be a list of questions that will guide further development of the evaluation effort.
12. You may wish to have a consultant, advisory committee or supervisors react to your list of key questions at this time.

Task E. Select Appropriate LDE Activities.

The LDE activities 1 through 12 make up the remainder of this set and have been designed to aid in answering the key questions developed in Task D. The following suggestions are offered to aid in activity selection.

1. As a leader, become familiar with each LDE activity. Additionally, you may wish to review each Local Leader Guide to better understand the purpose and procedures.
2. Discuss the activities, emphasizing the potential purposes and major tasks of each.
3. Consider each activity in light of key questions. You, as the leader, may identify several activities prior to group discussion and then have the planning team react to your choices and suggest other or additional activities. Team members may want clarification or more information about individual activities. You should have your set of Local Leader Guides available for consultation.
4. You may end up with more activities than you can possibly complete. Therefore, you should, through discussion, determine which activities are viewed as most important. Then place the list of selected activities in priority order.

Task F. Obtain Resources for and Identify Constraints to Your Evaluation Effort.

The development and implementation of an evaluation will consume resources such as personnel time and money. However, with a commitment from superiors to conduct an evaluation must also come a commitment to provide resources. This fact reinforces the involvement of the superiors in Tasks A and B. You may know what resources are available for the evaluation prior to the consideration of this task. If this is the case, proceed directly to Task G. If not, consider the following steps.

This task involves the listing of key questions (from Task D), the listing of selected activities that match key questions, and the estimation of resource requirements for each activity. Then a request for necessary resources is made to superiors. The last aspect of the task involves the identification of constraining factors to implementation of the evaluation endeavor.

1. Combine the list of key questions the team developed in Task D with the activities you identified in Task E. Present this dual listing in priority order using the following format (Example Document 8):
Key Question 1. Activity # 2, 3
Key Question 2. Activity # 5
Key Question 3. Activity # 2
2. Estimate the time and dollar resources necessary for each activity. This can be done by reviewing each Local Leader Guide and considering each task within the activities, placing their estimated amounts in the third and fourth columns of the form shown in Example Document 8.
3. Present the purpose and scope statements and your completed document to the person who has financial authority to inform him/her of the planning team's efforts. At this time, obtain a reaction from the superior about the availability of resources for the evaluation. (This may appear to be premature but it is important to know what is available prior to making final plans for the evaluation effort.)
4. Identify any internal or external resources that may be available for the evaluation. These might include:
 - a. Existing staff expertise
 - b. Data processing services and facilities
 - c. Related research efforts
 - d. Other
5. Identify constraints to the implementation of the evaluation, if any exist. Items such as the following might be included:
 - a. Bad experience with evaluation in the past
 - b. Staff attitude toward evaluation
 - c. Union or teacher organization policy
 - d. Reprioritization of work loads
 - e. Other

Task G. Prioritize Selected Activities in Light of Available Resources and Existing Constraints.

Ideally, you will identify and obtain resources that are adequate to focus on all identified key questions and to conduct each of your selected activities. If this is the case, proceed to Task H. However, if available resources are less than adequate, it will be necessary for you to select the high priority activities. Also, it is important to consider and discuss constraints. If constraints can be overcome, the actions should be taken to do so. If they cannot be overcome, then certain activities may need to be deleted.

1. From the summary form (Example Document 8), identify those activities that can be completed with resources available.
2. Identify activities that have insurmountable constraining factors and delete them from Example Document 8.

Task H. Identify Leaders and Establish Target Dates for Each LDE Activity.

1. From the planning group preferably, identify an individual to be responsible for leading each of the selected activities.

2. Expertise in the topic is not a necessary criterion for selection since Local Leader Guides assume no previous experience in conducting activities.
3. Once personnel are identified, either by choosing volunteers or by selecting others, they should be given the respective Local Leader Guide.
4. After each leader has had the chance to review the Local Leader Guide, an estimate of a reasonable starting and completing date should be established for the activity.
5. Each leader should proceed with activities and establish teams.

Task I. Project the Evaluation in the Form of a Written Plan.

The plan is a concise document that can be used to communicate the various aspects of the evaluation to instructional and supportive personnel. The form presented in Example Document 4 is suggested.

1. Place the purpose statement that was developed in Task C on the plan document (Example Document 4).
2. Put the scope statement, also from Task C, in the appropriate place on the plan document.
3. List prioritized key questions developed in Task D and prioritized in Task G.
4. List or summarize an estimate of available resources, from Task F, on the plan document.
5. List or summarize constraints, from Task F, on the plan document.
6. List selected activity titles, identified leaders for each, and estimated beginning and completing dates.

Task J. Initiate Implementation of the Evaluation Activity or Activities.

The plan development is only the beginning of the evaluation effort. The evaluation must be initiated, monitored and evaluated. The following are suggestions for initiation. The list is far from complete.

1. Check your written procedural plans for initiation to ensure that you have considered the following essential features for a successful evaluation.
 - a. Commitment
 - b. Improvement purpose
 - c. Involvement
 - d. Broad base
 - e. Systematic recording
 - f. Judgment
 - g. Feedback
 - h. Comprehensive focus
 - i. Using results
2. All staff in the LEA should be informed that an evaluation is underway.
3. Leaders of each activity should establish teams and formulate a plan for completing their activity.
4. The local leader should monitor the progress of each activity.

Using Results

The Locally Directed Evaluation (LDE) materials contained in this book lead to a series of evaluation activities. Their influences for constructive change and improvement rests, to great extent, on the use of the results. Evaluation tasks, materials and example documents are provided for a successful evaluation endeavor. Also, each separate evaluation booklet culminates with tasks and materials which deal with using the results of the specific evaluations. However to insure that the LDE activity is not just an "academic exercise" with no tangible results, additional information on using evaluation results is provided in this section of the *User's Guide*.

Distributing Evaluation Findings

This guide suggests that a broad base of people be involved in conducting evaluation activities (Figure 3). Many of these same people along with other groups should receive copies or summaries of evaluation findings. Each of these groups can contribute in some way to the implementation of suggestions for improvement. A survey of over 200 LEAs indicated that the groups listed in Figure 6 consistently received information about evaluation findings.

Vocational Faculty

This group should be directly involved with the evaluation process from beginning to end. Those members not involved in a specific evaluation activity need to be informed of evaluation findings regarding all parts of the agency's total vocational program. This information will assist them in planning and improving programs and advising students.

Counselors

Counselors, when informed of evaluation findings, should be in a better position to advise vocational students. They also can contribute to program improvement activities when they are aware of the status of current vocational programs.

Administrators

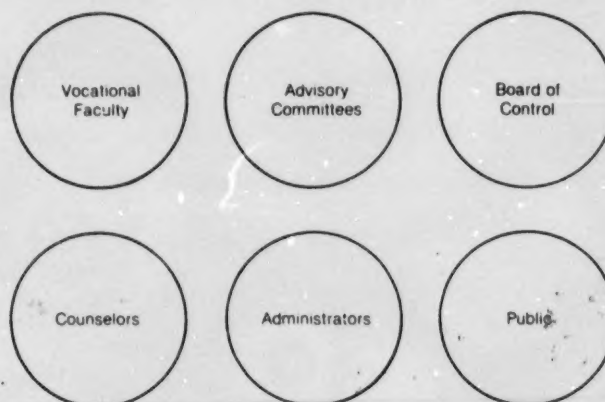
This group is a key one in decision making concerning vocational programs. In a study of these LDE activities, the highest rate of perceived success with using evaluation results was "for informing administrators." Therefore, administrators need to know about evaluation findings in order to help support and develop improvements in the total vocational program.

Advisory Committees

Advisory committees are influential and knowledgeable groups which can help bring about change. They can make important suggestions and recommendations for improvement when they receive results of evaluations and are involved in program improvement activities.

Figure 6

Locally Directed Evaluation Groups Receiving Evaluation Results



Board of Control

The LEA board of control should be informed of evaluation activities and the results of these activities. Policy decisions, expenditure approvals and planning considerations made by boards, impact the total vocational education program. Board members need good information, which is provided by evaluation findings, on which to make sound decisions.

Public

Vocational education has a story which ought to be told to the public. A summary of vocational evaluation findings should be transmitted through various media to the LEA's public. Ultimately, all educational decisions are accepted or rejected by the public. They need to be informed of vocational education as much as any other group.

The various groups which should receive information from these Locally Directed Evaluation (LDE) activities may or may not be directly involved with using the results of the findings. Those who are involved with making recommendations or implementing change need information to accomplish these tasks successfully. Others, need information to be informed and kept current about vocational education programs and services.

Using Evaluation Findings

Each of these 12 evaluation activities can lead to specific changes and improvements in vocational education programs and services. Individual activity findings will suggest various recommendation for change. Each activity also contains tasks and a format for initiating change. A listing of the ways in which local evaluation results have been utilized by LEAs appears in Figure 7. These ways are listed in rank order of use.

Changing the Curriculum

Vocational education learning activities are at the core of all vocational programs. These learning experiences, organized into a curriculum or program, are often impacted by the results of LDE activities. Changes in existing courses, adding new courses and deleting others are frequently recommended based on evaluation findings. When these changes result from empirical evidence, they lead to improvement.

Informing Administrators

Most changes, and certainly major ones, in vocational education programs and services need to be approved or at least supported by administrators. They need to have information to support decisions. Even if evaluation findings do not suggest any major changes, administrators should be apprised of the current status of vocational education in an LEA.

Staff Development

Evaluation findings can lead to valuable staff development experiences. The vocational staff and other key individuals can discuss the findings, make suggestions for improvement and actually work on improvement activities as staff development experiences. Therefore, LDE findings should be integrated into a local education agency's staff development program.

Equipment Requests

Supporting documentation for equipment purchases may emanate directly from some LDE activities and indirectly from others. Specific findings regarding the need for equipment changes, deletions or additions may result from specific evaluation activities. If equipment needs to be added or up-dated, the justification will be determined by the evaluation findings.

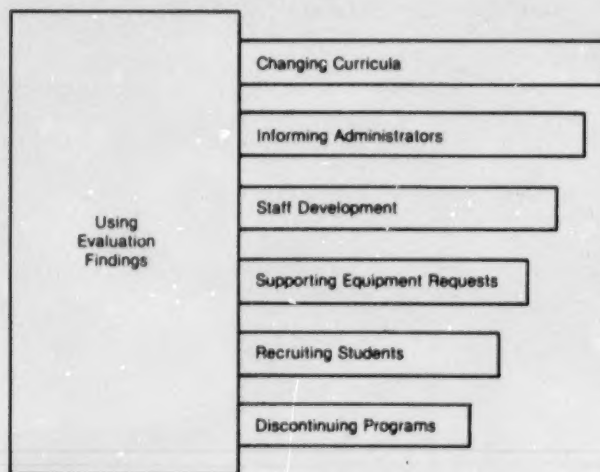
Recruiting Students

Successful vocational programs and services are needed to attract students. When evaluation findings demonstrate successful efforts, these findings should be communicated to the public, particularly to potential students. Local education agencies such as area vocational centers and community colleges can use evaluation findings to recruit students who are not in attendance at the institution through external communications. Secondary schools, unit districts and state agencies can use internal communica-

tion vehicles to recruit students to vocational programs who may be involved in the educational agency but not enrolled in a specific vocational program. A method of communicating vocational evaluation findings for the purpose of recruiting students should be an integral part of using the evaluation findings.

Figure 7

Locally Directed Evaluation Using Evaluation Findings



Discontinuing Programs

At times evaluation findings point toward the discontinuance of a vocational program or service. Such a decision is frequently a drastic one which could affect staff, students, resources and the agency's mission or purpose. The LDE activities provide a rationale for this decision when it is warranted.

In almost every case, the conduct of a Locally Directed Evaluation activity will provide findings which can lead to change and improvement. It is important to utilize the findings so constructive change does take place. This section of the *User's Guide* illustrates ways in which evaluation results have been utilized by LEAs. Many of these agencies developed a comprehensive action plan for utilizing results. The following section includes methods by which LEAs insure that the results of evaluations are used for improvement purposes.

Insuring the Use of Results

Completing an LDE activity by identifying conclusions, recommendations and suggested improvement activities will not guarantee improved vocational programs and services. Action must be initiated to implement results. Constructive change needs to be undertaken as soon as the evaluation effort is finished. The change process can be facilitated by using the techniques identified in Figure 8.

Hold Meetings

Holding meetings with individuals who can help initiate change is an important component of the change process. Staff meetings, advisory committee meetings, one-on-one meetings with key individuals and staff development sessions focused on the results of the evaluation effort will lead to activities aimed at improving vocational education programs and services. Periodic status or up-date meetings will help keep the improvement process active and functioning.

Produce Written Procedures

Written procedures are related to the meetings which ought to be held as part of the change process. The procedures should be a blue-print for change. They should specify the following:

- improvement activities to be undertaken
- who is to be involved
- when the activities should be accomplished
- the evaluation measure required to determine the success of the activity

Specific written procedures for improvement can be developed for each evaluation activity and the forms and tasks for these procedures are included in each booklet.

Build Into Planning

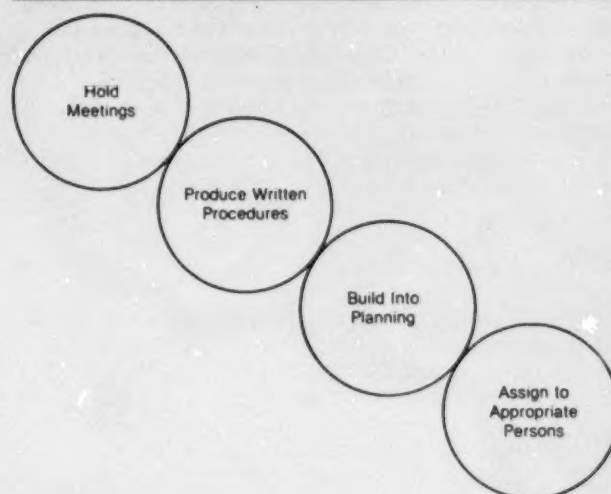
Locally Directed Evaluation results can be built into the LEAs planning system. Building the results into the One and Five Year Local Improvement Plan for Vocational Education and any other internal planning system will help insure that evaluation results are utilized. The planning system should drive the improvement efforts so that they become a part of the agency's operating routine. Change and improvement will then become an acceptable, common process which is a logical extension of evaluation.

Assign to Appropriate Persons

This component, of the process for insuring that results of evaluations are used, is a vital one. Improvement requires action on the part of some person or persons. The individuals involved in the evaluation activity should identify the key people needed to implement specific recommendations or suggestions. These persons should be given an assignment and the resources needed to complete their tasks. The individuals most directly related to the recommendation or suggestion should be involved with its implementation.

Figure 8

Locally Directed Evaluation Insuring the Use of Evaluation Results



Evaluation Results Model

Figure 9 illustrates a Model for using the results of LDE endeavors. This process can be applied to any of the 12 activities in this evaluation system. Figure 10 is a sample Action Plan format for use with the Evaluation Results Model. It relates directly to activity number 5 in the Model.

Each of the 12 separate evaluation activities in the Locally Directed Evaluation system includes a culminating Task Breakdown which deals with using the results of that specific activity. Normally, this final Task Breakdown corresponds with activity number 2 in the Evaluation Results Model (Figure 9). The Model should be followed for each LDE activity or combination of evaluation activities undertaken by an LEA. Such action should guarantee that evaluation will make a substantial contribution to program improvement.

Figure 9

Locally Directed Evaluation Evaluation Results Model

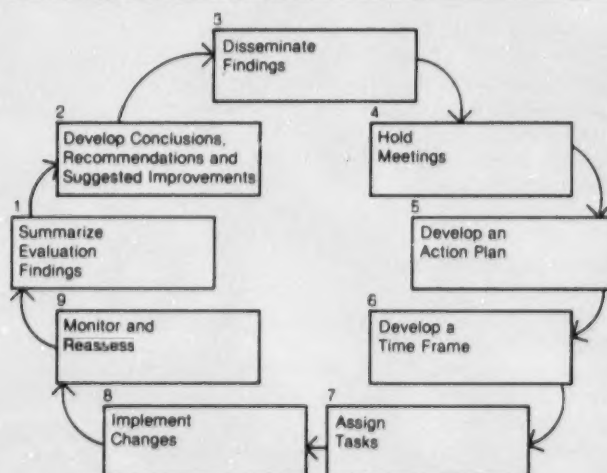


Figure 10

**Locally Directed Evaluation
Action Plan Format**

Recommendation # _____

			(Vocational Program/Service)	
Suggested Improvements	Implementation Procedures	Responsible Person(s)	Projected Completion Date	Actual Completion Date

Example Documents

No.	Page Number
1. Memo—Invitation to Serve on Planning Team	24
2. Transparency Master of Major Tasks	25
3. List of 12 Activities	26
4. Suggested LDE Plan Format	27
5. List of Example System Purpose Statements	28
6. Example Key Questions Categorized by Planning Questions	29
7. Transparency Master of Five Planning Questions	30
8. Listing of Prioritized Key Questions, LDE Activities, Estimates of Personnel Time, and Estimates of Needed Dollar Resources	31

MEMO—INVITATION TO SERVE ON PLANNING TEAM

MEMO

TO: Prospective Evaluation System Planning Team Member
FROM: Chief School Administrator
RE: Agency Evaluation System Development

As you are aware, there is an ever increasing need for educational institutions to formalize their evaluation procedures into systems that annually provide adequate data for decision making. During past years, we have been quite involved in various evaluative efforts such as accreditation, self studies, follow-up studies, staff evaluation, and student evaluation of instruction. But, as of yet, we have not united activities into one evaluative effort that provides us with data for agency-wide and departmental program planning.

To help overcome this shortcoming, we need to establish a formal evaluation system. We need a system that provides the data needed to enhance decision making by our instructional and administrative staffs as well as to provide results to the community concerning the utilization of public funds.

I would like to invite you to be a member of the Evaluation System Planning Team for our agency. Your assistance in this matter would be greatly appreciated. The first meeting of this group is scheduled for 2:30 p.m. in the Board Room on the 22nd of this month. Please respond to my office prior to the 15th concerning your availability to attend this meeting.

Thank you for your consideration to this most important matter concerning the future of our educational institution.

TRANSPARENCY MASTER OF MAJOR TASKS

Task A. Establish Team

Task B. Schedule Meeting

**Task C. Develop Purpose and
Scope**

Task D. Develop Key Questions

Task E. Select LDE Activities

**Task F. Obtain Resources and
Identify Constraints**

Task G. Prioritize Activities

**Task H. Identify Leaders and
Establish Dates**

Task I. Project Written Plan

Task J. Initiate Implementation

Example Document 3

List of 12 Activities

- Activity 1. Student Evaluation of Instruction
- Activity 2. Student/Employer Follow-up
- Activity 3. Measuring Student Competencies
- Activity 4. Assessing Basic Skills
- Activity 5. Assessing Student Services
- Activity 6. Assessing Special News Services
and Identification Practices
- Activity 7. Assessing Access and Equity
- Activity 8. Evaluating Facilities
- Activity 9. Evaluating Instructional Materials
- Activity 10. Cost-Outcome Analysis
- Activity 11. Analyzing Community Resources
- Activity 12. Assessing Community Needs

Example Document 4

Suggested LDE Plan Format

Purpose:

Scope:

Key Questions:

Resources:

Constraints:

Activities

Leaders

Begin Target Dates End

Example Document 5

List of Example System Purpose Statements

The purpose of the evaluation system is:

1. To determine what aspects of our total occupational program need improvement.
2. To analyze the program to determine needed curriculum content revisions.
3. To determine how well orientation courses prepare students for training level courses.
4. To assess occupational program graduates concerning their impressions of the program that they completed.
5. To determine staff in-service needed for program improvement.
6. To gather sufficient data to enhance occupational program planning decision making.
7. To assess occupational supply and demand information in light of needed program additions and deletions.
8. To provide sufficient data to aid the instructional and administrative staff as well as the Board of Education in their decision making functions.
9. To gather sufficient data to inform the public of outcomes of educational expenditures.
10. To aid in identifying areas which need expansion within our occupational offerings.
11. To determine what aspects of our program need the greatest allocation of resources for improvement.
12. To improve occupational offerings.

Example Document 6

Example Key Questions Categorized by Planning Questions

Potential LDE Activity

1. **Where are you?**
 - (2) (12) a. What are the personnel needs for various occupations within the community?
 - (5) b. What are the career interests of students within the educational agency?
 - c. What competencies are held by staff members?
 - (11) d. What resources exist in the community for offering career programs?
 - (8) e. What in-school facilities exist for program operations?
 - (5) f. Is the present curriculum compatible with student interest?
 - (5) g. Are students interested in present courses?
 - (5) h. Can instructors better structure their daily plans to focus on individual student career interests?
 - (8) i. How effectively are in-school facilities and equipment being utilized?
 - (8) j. Is there over or under utilization of existing space?
 - (8) k. Are safety standards being adhered to?
 - (8) l. Is the existing learning environment conducive to learning?
 - (8) m. Is there a need for planning facility expansion?
 - (10) n. What are the cost and benefit measures for programs?
 - (9) o. Are the current job competencies required for entry into various occupations?
2. **Where are you going?**
 - (3) a. How well are students achieving program and course objectives?
- (12) (3) b. Do established program and course objectives correspond to required job competencies?
3. **How will you get there?**
 - a. How realistic are our educational improvement plans?
 - (2) b. Do educational plans reflect the concerns of staff?
 - (2) c. Do programs provide adequate preparation for employment?
 - (2) d. Are courses sequentially structured into programs?
 - (3) e. How might the format of instructional objectives be improved?
 - (3) f. How might the measurement instruments and procedures for assessing student attainment of objectives be expanded?

Potential LDE Activity

4. **How are you doing in getting there?**
 - (1) a. How do students evaluate the instruction they receive?
 - b. What are staff needs for in-service training?
 - c. How can the administrative structure be improved?
 - d. What communication problems exist in the administrative organization?
 - (1) e. How well do instructors prepare program, course and lesson plans?
 - (1) (7) f. Do instructors allow for individual student differences?
 - (1) g. How well do instructors motivate their students?
 - (1) (2) h. Do instructors possess a command of the subject they teach and is it in tune with the current world of work?
 - (1) i. Do instructors utilize effective teaching techniques?
 - (5) j. Is our counseling service meeting the needs of our students?
 - (5) k. Are our student records complete and accurate?
 - (5) l. Is our student testing program broad enough in scope?
 - (5) m. Is our LEA's placement program functioning effectively?
 - (5) n. Are our LEA's youth organizations of value and do they have a positive impact on our students?
 - (5) o. Is our LEA's program of information about careers closely articulated and coordinated with feeder agencies and agencies that students will next attend?
 - (5) p. Has the career information program had a demonstrated and positive impact upon student career and educational decisions?
 - (6) (7) q. Are the interests of special needs students being met by occupational programs?
5. **Have you made it?**
 - (2) a. What do former students think about the training they received while attending the LEA?
 - (2) b. Are students employed in the area for which they were trained?
 - (2) c. What are employers' impressions of training received by employees trained by our institution?
 - (3) d. To what degree do students achieve the performance objectives established for them?
 - (2) e. How do employers rate students coming from a training program as compared to those who did not go through such a program?

TRANSPARENCY MASTER OF FIVE PLANNING QUESTIONS

- 1. Where are you?**
- 2. Where are you going?**
- 3. How do you plan to get there?**
- 4. How are you doing in implementing your program?**
- 5. Have you arrived?**

Example Document 8

Listing of Prioritized Key Questions, LDE Activities, Estimates of Personnel Time, and Estimates of Needed Dollar Resources

	<u>Key Questions</u>	<u>Activities</u>	<u>Estimate of Personnel Time</u>	<u>Estimate of Needed Dollars</u>
highest priority	1.			
	2.			
	3.			
	4.			
	5.			



**Illinois
State Board of
Education**

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

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